

IU class lesson plan

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Ag in the Classroom "07

HS math

Slicing Up the USDA Budget

Standards: Math 2.2.11.A construct line of best fit

2.6.11.A data analysis

2. 6.11.B organize and analyze data

2.1 Use numbers in equivalent form

Materials: Farm Facts publication by American Farm Bureau Federation, internet access

Objectives: 1. Analyze data in a pie chart

2. Convert data in pie chart to percentage of total budget

3. Collaborate with fellow students to solve problem

Procedures: 1. Read and analyze the pie chart on page 12 of Farm Facts. Discuss the terminology used for descriptors for each slice of the pie.

2. Assign students to each of the "slices" on the pie chart. For their slice they are responsible to evaluate the percentage of the budget this represents. They also need to research what this "slice" entails - why is this important to the USDA and included in this budget?

3. Students determine is this percentage of the budget realistic and appropriate for the USDA budget. Should more or less be spent on this item? What is its importance in the entire picture of agriculture?

4. Students defend their position on this budget item in class discussion.

5. Construct a class version of USDA budget with pie chart representation of how class felt money should be spent by USDA. Note any differences from the actual USDA budget.

6. Have a pie, cake, or pizza for the class and cut it as their pie chart with each student getting the allotment for budget item they researched. Discuss how they felt with portion they received. How does this carry over into real life budgets personal, business or organization?

Follow-up Activities:

1. Students construct personal budget with pie chart representation. Present to class along with how they chose amount for each slice.
2. Start a class club and plan a budget: how will class determine how money is spent?